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ABSTRACT

This report describes a study of the human-resource challenges of principals in facilitating teachers' transformational learning, and their creative strategies for overcoming such challenges. The purpose of the study was to examine how a diverse sample of school leaders made sense of teacher learning and to examine their efforts to support the growth of their faculty. The study, which took place between 1999 and 2001, addressed three theoretical and practical questions: (1) How do school leaders support teachers' transformational learning in their schools? (2) How do different types of human resources influence how school leaders can support teachers' transformational learning? and (3) What challenges do leaders face in efforts to support teacher learning, and how do they respond to them? Data for the study were collected from mission statements, self-study evaluations, memos, and interviews from 25 principals of public, independent, and Catholic schools. The study found that the most common challenges principals faced in supporting teacher learning were time, the dynamics of change, the need to broaden teachers' perspectives, and the need for a process orientation. Strategies varied and were influenced by school size and mission, faculty perspectives, and the principals' own priorities. (WFA)

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School Leadership in Support of Teachers' Transformational Learning:

Drawing from the Well of Human Resources

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Abstract

This nationwide qualitative study investigated how 25 school leaders, serving in schools with varying resources, perceive the practices they use to support teacher learning. We discuss how these leaders understand human resource challenges (e.g., time, dynamics of change, expanding teachers' perspectives, and attending to process) they face in supporting teacher learning and highlight their creative responses to these challenges across school contexts. We argue that while the principals experience similar challenges, these hurdles are context dependent, vary in terms of their influence, and the strategies used to overcome them are tied to the specific needs of the leaders' schools.

INTRODUCTION

> It is important for teachers to continually grow and renew themselves . . . This is not a selfish, personal matter, to be pursued only when "time allows." On the contrary, it is essential for health-giving teaching. (Finser, 1994, p. 236)

Much has been made of various crises in American schools, such as school violence, educational standards, and teachers' accountability. Improving student performance and learning have occupied the foreground of attention, unquestionably the top priority of many school leaders. School principals also have the responsibility of helping their teachers grow, though many face multiple obstacles to shaping contexts in which teacher learning can happen. Finser expresses what recent research verifies—that by prioritizing the personal and professional growth of faculty, school leaders fulfill not only their responsibility for supporting teacher learning (Darling-Hammond & Sclan, 1996; Fullan, 2001; Fullan & Hargraves, 1992; Lightfoot, 1983; Richardson, 2002). In addition, helping teachers learn supports the development of students (Donaldson, 2001), as reflective practice has been associated with positive student outcomes (Guskey, 1999; York-Barr, Sommers, Ghere, & Montie, 2001). This paper focuses on the human resource challenges principals face in facilitating teachers' transformational learning and their creative strategies for overcoming such challenges. As noted above, time is one common challenge, but we argue that challenges vary as much as the contexts in which principals work.

Although financial resources are a major influence in programs that support teachers' learning, they are often insufficient in facilitating professional development. Indeed, a school's *human resources*—the people and the ways they function together—also matter in a principal's capacity to initiate and sustain teacher learning (Drago-Severson, 2002; in press). Nationwide, educational leaders search for initiatives to improve professional development for teachers. When a principal employs practices that support learning by encouraging growth, teachers thrive

(Blasé & Blasé, 1999a, 2001). We need greater knowledge about programs that support teacher learning by focusing on *how* teachers make sense of their experiences and *how* such programs actually work (Darling-Hammond, 1999; Johnson et al., 2001; Renyi, 1996; Sykes, 1996; Richardson, 2002). We also need a deeper understanding of the human resource challenges that inhibit program implementation, how school leaders perceive and create solutions in response to these challenges, across different school contexts.

The purpose of this study was to examine how a diverse sample of school leaders make sense of teacher learning and their efforts to support the growth of their faculty. From 1999-2001, through qualitative interviews and document analysis, we examined how 25 school leaders in Catholic, independent, and public schools support teacher learning and why they think these practices are effective. This study addresses the following practical and theoretical questions: (1) How do these school leaders support teachers' transformational learning in their schools? (2) How do different types of human resources influence how school leaders can support teachers' transformational learning? (3) What challenges do these leaders face in efforts to support teacher learning, and how do they respond to them?

In response to these questions, four common challenges were named by the school leaders who participated in the study: (1) time, (2) the dynamics of change, (3) the need to broaden teachers' perspectives, and (4) the need for a process orientation. Across school types, although financial resources were often identified as an impediment to supporting teacher learning (especially by leaders serving in financially challenged Catholic schools), the principals explained that the human resource challenges were also very important. We examine the ways these challenges manifest in the various school contexts in which these leaders work, and the innovative responses the principals have developed to overcome these obstacles. By

understanding the challenges that threaten principals' abilities to maximize human resources in order to promote teacher learning and identifying the strategies they use to overcome those obstacles, we can better support the "health-giving" teaching of children *and* adults in schools.

THEORETICAL BACKGROUND

Here, we provide an overview of how the literature discusses the four common challenges named by schools leaders in this study. We revisit this literature in our discussion of research findings.

The Challenge of Time

Perhaps one of the most difficult challenges for principals to overcome in their efforts to support teacher learning is finding time (Sparks, 2000; Wood, 2002). Not only must they find time in their own schedules for planning, but they must also uncover teachers' rare free time for the implementation of teacher learning activities, such as mentoring, shared governance, or workshop attendance (Blasé & Blasé, 2001). Outside of the school day, teachers (quite reasonably) treasure their spare time to rejuvenate or spend with their families, posing a challenge to principals trying to plan teacher learning activities that do not interfere with the school schedule, even when they offer reimbursement for teachers' overtime invested in professional development. Because of such scheduling dilemmas and teachers' own preferences, Killion (2000) names "informal learning" (p. 3) as a common practical and beneficial alternative, whereby learning is "job-embedded, job-related, teacher-directed, more spontaneous, and unbound by rigorous time schedules" (ibid., p. 3). With this approach, teachers treat conversations about students, research, peer coaching, and developing assessments and curricula as learning opportunities, and according to researchers (Blasé & Blasé, 1999; Sparks, 2000), they seem to prefer and grow amidst the spontaneity of this strategy as compared to more formal workshops and conferences, which tend to take place outside of school time and are typically

less directly related to teachers' specific, contextualized needs. Sparks (2000) explains that by offering a multiplicity of development opportunities—both formal and informal—that occur at various times during the school day and year, teachers can opt for the activities that best meet their personal and professional needs, and obviously, their schedules.

The Challenge of the Dynamics of Change

> Change is a double-edged sword. If you ask people to brainstorm words to describe change, they come up with a mixture of negative and positive terms. On the one side, *fear, anxiety, loss, danger, panic;* and on the other, *exhilaration, risk-taking, excitement, improvements, energizing*. (Fullan, 2001, p. 1)

Given the challenging and complex demands of teaching and learning, we must find better ways to support adults as they initiate and experience change. A culture of change is one of ambiguity, stress and anxiety—on the one hand—and on the other, one of exhilaration (Dirkx, 2001; Evans, 1996; Fullan, 2001; Strebel, 1998). Michael Fullan (2001) suggests that schools and businesses "increasingly have more in common" (p. xi) and can learn from each other, and that leaders in both domains need to work to cultivate adult learning. Businesses are increasingly developing an awareness of the importance of "having a moral purpose" whereas schools, he states, "are beginning to discover that new ideas, knowledge creation, and sharing are essential to solving learning problems in a rapidly changing society" (p. xi).

Similar to the uniqueness of the business culture, Seymour Sarason (1995) maintains that, "the school is a subculture in our society since it has traditions, goals, dynamics, organization, and materials which set it apart from other settings in our society" (p. 69). He argues that in approaching change, it is necessary to have an awareness that people working in schools believe they differ in many ways from those who work in other fields, most notably that they have "special knowledge, values, and obligations which have a history not only in the life of the individual but in the larger context of history" (p. 69).

To understand the culture of schools and the complexity of the change process, it is essential to consider the complex components of school culture. One is the importance of considering interpersonal relationships (e.g., teacher-principal, teacher-teacher), which are impacted by change efforts and which influence how change is implemented (Day et al., 2000; Donaldson, 2001; Evans, 1996; Oja & Smulyan, 1989; Sarason, 1995; Vaill, 1989).

Like Sarason, Fullan (2001) argues that to best support those who are effected by change, leaders must integrate five "core competencies" into their practice: attending to a broader moral purpose, understanding the change process, cultivating relationships, sharing knowledge, and crafting a vision and context for coherence in an organization. Richard Elmore (2002) contributes an additional factor to be considered in the change process: modeling of leaders. He advocates that leaders "create structures for how [individuals] learn in schools," stressing that leaders must model the norms and values that they want others to adopt (p. 7), acknowledging the common and understandable resistance to change that faculty and staff exhibit.

Addressing the nature of individuals' reluctance to change, Vaill (1989) writes that cultural change is "systemic change at a deep psychological level involving attitudes, actions, and artifacts that have developed over substantial periods of time" (pp. 149-150). Further, Evans (1996) claims that we must consider a person's openness to innovation, which often depends on his or her past career experiences. Rather than consider resistance a "personality flaw," he stresses that everyone resists change, and that proposed changes can feel personal. Other current research highlights people's meaning making, the teacher as a developing person, and context in supporting individual growth by taking a developmental perspective on the differences in reactions to change (Johnson et al., 2001; Lieberman & Miller, 2001; Peterson & Deal, 1998; Sergiovanni, 1995). By attending to these factors and understanding change as a difficult

process of reconsidering one's current beliefs and practices, teachers may be better able to incorporate others' perspectives into their work, thus broadening their instructional repertoires.

The Challenge of Perspective Broadening

In order for any professional practice to become more effective, we need to examine our motivations and grow from consideration of multiple perspectives on our methods and practice. According to Stephen Brookfield (1995), critical reflection is most useful in its ability to uncover the assumptions that drive teachers' work. He describes assumptions as "the taken-for-granted beliefs about the world and our place within it that seem so obvious to us as not to need stating explicitly" (p. 2). He also asserts that "...we *are* our assumptions. Assumptions give meaning and purpose to who we are and what we do" (1995, p. 2). Modifying assumptions are goals of critical reflection and perspective broadening (Brookfield, 1987, 1995; York-Barr et al., 2001).

We are guided by assumptions, and we often take for granted that others understand our motivations when we act on implicit assumptions. To address this issue, Osterman and Kottkamp (1993a) believe reflective practice can help teachers develop "a greater level of awareness about the nature and impact of their performance, an awareness that creates opportunities for professional growth and development" (p. 19). Developing awareness is necessary for behavioral change, even though our theories-in-use (the assumptions upon which we base our behavior) are not easily articulated (Osterman & Kottkamp, 1993a). When we engage in reflective practice, the central varieties of knowledge are "personal knowledge, knowledge as problematic, and knowledge as process" (ibid., p. 36), which can provide a context for transformational learning—spacious enough to hold and challenge a wide range of adults, regardless of their needs, preferences, or meaning making systems. By encouraging teachers to reflect, school

leaders who invite teachers to make personal connections with their work can support *and* challenge adults in ways that will feel supportive of their development and enhance learning.

Behind the importance of examining assumptions is the belief that by encouraging a person to uncover the assumptions that guide her thinking and behaviors, she will be free to understand how assumptions inform problem-solving. As a result, a teacher can benefit from examining multiple viewpoints through productive discussion, which likely broadens her own perspective. By meeting adults where they are and by carefully scaffolding them with a variety of support and challenge (e.g., concrete supports and opportunities for self-reflection), development, change, and perspective broadening can occur.

The Challenge of Needing a Process Orientation

> For change to occur in any organization, each person must think, feel, or do something different. ... Instead of breaking change into small pieces...and then managing these pieces, managers need to think in terms of overseeing a dynamic (Duck, 1998, p. 55).

Duck (1998) notes that to effect change and support others as they engage with and learn from it, a process orientation is needed. She contends that trusting relationships, attention to people's feelings, and communication are critical components of a focus on the process of change. Like those who conduct research in schools (e.g., Day et al., 2000), Duck maintains that, "change is fundamentally about feelings; companies that want their workers to contribute with their heads and hearts have to accept that emotions are essential to the new management style" (p. 66). The most successful organizational change efforts arise when they "connect with their people most directly through values—and that values, ultimately, are about beliefs and feelings" (ibid., p. 66).

Making a similar argument about the role of beliefs and emotion in pedagogy, Rudolf Steiner (1982) argues that, "the teacher's feelings are the most important means of education" (p. 18). Incorporating an emphasis on process into his model of education, Steiner was able to

consider the relationship between education and development, as well as fostering a sense of community to promote the work of teachers. Within a school grounded in community, "process is valued, where 'the whole' becomes greater than the sum of its parts" (Finser, 1994, p. 43).

Similarly, Duck (1998) advocates for re-conceptualizing change "in terms of overseeing a dynamic" (p. 55) as a gestalt, rather than breaking the components of change into parts and then attending to these parts individually. In her words,

> The proper metaphor for managing change is a mobile. ...The key to the change effort is not attending to each piece in isolation; it's connecting and balancing all the pieces. In managing change, the critical task is understanding how pieces balance off one another, how changing one element changes the rest, how sequencing and pace affect the whole structure. (1998, p. 57-58)

For Duck, a process orientation demands mediating between those who are envisioning reform and those who must implement efforts toward such change. Furthermore, managing the context of change (Hansman, 2001) and the emotional reactions of those work in that context (Dirkx, 2001) are also necessary to successfully enacting reform that is embraced and productive.

METHODS[1]

This study examined, through a qualitative approach, how school leaders serving in diverse school contexts, with varying financial and human resources, make meaning of practices they employ to support teacher learning, and why they think these practices are effective.

Participants

The first author purposefully selected and interviewed 25 principals from across the U.S. who had been serving as school leaders for at least three to five years. First, half of the sample was selected from a list of referrals made by colleagues of the first author at the Harvard University Graduate School of Education, because the principals represented diverse school contexts with

[1] A version of this section appears in Drago-Severson (2002).

varying levels of financial resources. More significantly, though, these principals were identified by colleagues as exemplary school leaders in terms of their commitment to facilitating teacher learning through professional reflection within-school contexts. In particular, these school leaders offered various opportunities for faculty to reflect and write on their own practices, distributed leadership to faculty, sought outside resources and supplementary outside outlets for teacher learning, created in-school collaborative teams, and held teachers accountable for setting high expectations for students while providing feedback and setting up structures for dialogue.

The remaining half of the sample was recruited according to the following criteria: their schools' levels of financial resources, type (i.e. public, independent, or Catholic), and geographic location. Including twelve participants who were not identified as specifically meeting the above criteria made the study comparative, meaning it could examine both similarities *and* differences between the two groups. While a few principals from the second group illustrated striking contrasts with the first half of this sample, several in this second group also employed many of the same practices that the first group espoused.

The principals ranged in terms of their race, gender, ethnicity, number of years in leadership positions, and educational backgrounds. Illustrated by Table 1, the sample consisted of three types of schools—public, private, and Catholic, which also differ according to grade levels (i.e., elementary, middle, high school), student populations, geographic location (i.e., urban, rural, suburban), and financial resources. School websites and publications, and school system financial reports (e.g., Boston Plan for Excellence, 1999) were consulted to determine a school's level of financial and human resources. When this information was unavailable, the principals' perceptions of their school's financial resource level, relative to other institutions of the same type in similar locations (e.g. urban Catholic schools in Florida) informed analysis.

[insert Table 1 about here]

Data Collection

Documents

Approximately 60 documents were analyzed, including mission statements, self-study evaluations, principals' written memos to the first author, and demographics. The memos relating to the study provided validity checks. Situating the analytic findings within other literature (e.g., teacher learning and challenges to school-based faculty development) also provided comparisons for evaluating reliability.

Interviews

Semi-structured, qualitative interviews (tape-recorded and transcribed) with participants were conducted by the first author, totaling approximately 75 hours. Interview topics included: principals' goals and practices for facilitating teacher learning, how their initiatives functioned, the influence of various types of resources (e.g., human and financial) on their practices, and the leaders' strategies for attending to their own development. The sample was invited to review their interview transcripts, and all but three did choose to review their transcripts, with six making minor syntax changes to their transcripts. The principals' reviews of their interview transcripts also provided useful validity checks.

Data Analysis

Following each interview, analytic memos (Maxwell, 1996) were written. After interviews were transcribed, summary analytic memos responding to key analytic questions for each participant were developed. Analytic questions focused on the following: the principals' views about the rewards and challenges of supporting teacher learning; the practices they employed to support

teacher learning within their schools (e.g., teaming, mentoring, and distributing leadership); and their conceptions of how their initiatives were working within their schools.

To address each research question, both interviews and fieldnotes (including theoretical notes) were analyzed for important concepts and themes. Analytic strategies focused on comparing the reported practices of the groups as a whole and between the two groups of principals. Analysis was guided by a grounded theory approach (Glaser & Strauss, 1967), which accounts for the multiple levels of data and perspectives on its interpretation by attending to data at the level of the individual, group, and sample as a whole. However, various literatures and theoretical frameworks (e.g., Kegan 1982, 1994) cited above, also informed analysis. Both raw data and interpretations were discussed between us and with colleagues to consider and integrate alternative analyses. Along with comparisons to relevant literature, these discussions and participants' feedback on interview transcripts supported the reliability of interpretations.

Several analytic techniques were employed, such as coding and arranging theoretical and emic codes (Geertz, 1974) into a list of more than 50 codes, followed by organizing codes into thematic matrices (Miles & Huberman, 1994). In addition, narrative summaries (Maxwell & Miller, 1998) and profiles of the principals were created (Seidman, 1998). Narratives and displays allowed for the depiction of patterns across categories (e.g., principals' perspectives on distributed leadership), as well as confirming and disconfirming instances of themes (Miles & Huberman, 1994). Substantive analytic memos informed by constructs from developmental theory were crafted and informed interpretations. We specifically examined the factors (e.g., geographic location and financial resources) that co-occurred with similarities and variations between participants' practices for supporting teacher learning. These findings were then developed into case studies of the principals, with interview text providing examples.

FINDINGS

Factors Named as Challenges to Supporting Teacher Learning

Leaders serving in Catholic, public, and independent schools across all school types and levels of financial resources noted—to different degrees—how time, the dynamics of change, perspective taking, and the need for a process orientation are key challenges they face when enacting their roles as supporters of teacher learning. It is widely acknowledged that financial resources are a major influence in programs that effectively support teachers' learning, and that with higher salaries, stipends, or other fiscal incentives, teachers can better develop their instructional skills (Drago-Severson, 2002; Hill & Harvey, 2002; Killion, 2000; Leithwood et al., 1997; Pappano, 2001; Sparks, 2000). Financial resources also often influence a school's other resources, such as time for staff development (Mann, 2000) and its human resources (e.g., Drago-Severson, 2002). However, we argue that financial resources are often not enough to facilitate teacher learning, other factors—teachers' meaning making and working conditions—are also important (Kegan & Lahey, 2001; Viadero, 2002). As such, we specifically examine obstacles to teacher learning and characterize these as ***human resource challenges*** because they hinder principals' efforts to utilize teachers to support their own learning.

While most of the school leaders have faced these challenges, the manifestations of the obstacles are context dependent and vary in terms of their influence from school to school. In addition, the creative strategies they use to overcome many of these barriers also vary by context, reflecting the needs of the faculty and the school community. In this section, we will highlight leaders' perspectives on how these challenges influence their abilities to support teacher learning and also illuminate the creative strategies they implement to overcome such barriers.

The Universal Challenge of Time

> People don't learn enough. There isn't enough time, especially because schools have become much more complicated....There are just so many changes that have occurred. The emotional, social problems that exist that we now take on that other structures in society used to take on. . . .You're going to see kids coming at 7 in the morning and going home at 7 at night. That's going to happen. (Mr. Len Solo)

By far, *time* is the most common obstacle these school leaders report in terms of its influence on their abilities to support teacher learning, and it seems to have been especially problematic for public school leaders. As Mr. Len Solo, principal of Graham-Parks alternative k-8 school in Cambridge, MA, emphasizes in the above quotation, the challenge of finding time is eminent and he believes that the demands on time will grow even greater in the future, causing the school day and year to lengthen. In fact, two-thirds of the principals (i.e., all public school principals, and the majority of the others) voiced the importance of altering daily schedules so that teachers could have more time to work together. In particular, building "time into the schedule" so that teachers can collaborate and reflect on curricular and improvement issues was a key concern.

For example, Muriel Leonard, principal of the McCormick middle school, a low resource Boston public school, discusses how implementing school "structures" is essential to carving out time to reflect and learn from each other.

> And that often as we pursue professional development by bringing in people from outside, by reading and sharing together collectively, by attending professional conferences, that we don't spend enough time learning from each other. And learning from each other through cluster meetings, when you're doing problem solving, by setting up classroom practices or having round table discussions where people are presenting how they solved some problem or mastered some content that they had been struggling with their students.

Much like other principals, Muriel believes collaboration will not happen unless the school and schedule are altered so that they deliberately accommodate and prioritize these forums for teachers to work collaboratively. Even when "structures" are put in place, Muriel acknowledges

that there may still be "some resistance" to working within them: "re-shaping a school culture [also] takes time." The challenge of resistance to change that Muriel faces is also experienced by other leaders in the study and is discussed more deeply below.

Some experts advocate for seizing informal opportunities, such as class changeovers or lunchtime conversations, for teachers to learn from one another. Nevertheless, researchers argue that even informal conference moments among teachers can often be challenging to seize upon (Guskey, 1999; Killion, 2000a; Levine, 1997; Mann, 2000; Wood, 2002). Fortunately, public school spending has begun to address the challenge of time by supporting informal learning opportunities (see e.g., Maryland teachers' contract (Chase, 2001) and the "Boston Plan for Excellence" (1999)). One principle guiding professional development spending is that faculty development should be on-site and built into the school day. As we discuss below, many of these school leaders devise creative ways that are not dependent on financial support to find time to create conditions for teachers to work together. Fortunately, Bob Chase (2001), president of the National Education Association, echoes the Boston Plan's call for informal development time in advocating additional time for teachers to work together. With financial and organizational support, locating time to collaborate may become easier, because finding time for teacher learning is a rising priority in education reform and for the practitioners in this sample.

Like many other principals, Dr. Jim Cavanaugh, principal Watertown High School (MA), notes that time is his most valuable resource. Jim explains,

> Time's the most precious commodity we have. And it's the one thing that drives everything else and we can't make more of it unless you can find ways to do multiple things with the same action in the same time period.

In addition to lacking time to institute reform related to teacher learning, he has struggled to find substitutes in order to excuse faculty for professional development, despite available funds.

Moreover, Jim and others in this study emphasize that teachers do not want to leave their classrooms to substitutes because it means losing instructional time with students. "Teachers do not like to be taken out of class. . . in order to do professional development," he says.

For these school leaders, pulling teachers out of classrooms and replacing them with substitutes means their class is altered in significant ways. In addition to missing class time, upon their return, teachers need to manage the additional paperwork. Facing similar difficulty with sacrificing student learning for teacher learning, other research finds that some schools have devised approaches to providing teachers more time to collaborate during the school day, without feeling like they are sacrificing their students' progress (Wood, 2002). For example, one Virginia school has used the pairing of students in different grades once a week to allow their teachers a block of time to collaborate, thus addressing the challenges of time, isolation, and student learning (Mann, 2000). "It's helping kids while teachers are helping teachers," observes the principal (p. 8) at this school, noting one clear link between teachers' and students' learning.

Like Len, Dr. Larry Myatt, principal of Fenway Pilot High School in Boston, explains that becoming a pilot school was a big "opportunity" to change the structure of the school day. Larry discusses quickly learning the relationship between time and supporting teacher learning:

> We learned maybe three or four years into the initial work in the school that continuing with traditional time blocks, traditional scheduling, traditional curriculum alignment, traditional assessment, wasn't going to take us where we wanted to go.

After visiting other schools and learning from their models, Larry and his school restructured their schedule so teachers have three to four hours to meet each week to reflect together and discuss their practice. Among the benefits of having larger chunks of time, Larry emphasizes both the "physical" and the "psychic" spaces needed for teachers to engage in conversation, reflect on priorities, make changes, and learn from each other.

Committed to using in-school time, though, Jim Cavanaugh and others strive "to fight off other initiatives" that might distract from or dilute their focus. They manage the challenge of time by deciding the issues that their schools will not attend to, believing that in order to accomplish goals for supporting teacher learning, it is necessary to prioritize. Similar to the need to prioritize where limited financial resources will be invested, these principals explain that they have had to prioritize where they will invest their own and teachers' time. Mr. Kim Marshall, principal of the Mather School (a k—5 public school in Dorchester, MA), refers to his investment in teacher learning as "hugely time consuming," involving a lot of "extra hours," demonstrating that the time crunch matters as much for him as it does for his faculty. Kim's strategy for making the expense of time worthwhile for faculty is to pay teachers for participating in programs like the Early Literacy Learning Initiative to raise standardized test scores because they require additional time outside of school. Furthermore, Kim takes on additional responsibilities to support teacher learning (e.g. photocopying articles for teachers).

Mr. Len Solo has devised a creative strategy reliant on financial support, similar to Kim Marshall. Len secures grant funding to hire a professional staff developer to assist teachers with their personal and professional learning at his school during school time. Like Jim's faculty, however, some faculty at Len's school do not want to give up their teaching time; therefore, many of the professional learning activities take place outside of class-time, during times when teacher-interns are teaching, and sometimes during their own time.

Similar to the public school principals discussed above, Mr. Jack Thompson, head of Palm Beach Day School in Florida, highlights difficulties associated with teachers taking time out of their teaching schedules for professional development. In his view, "there's a cost to that, not only in dollars, but also in moment and continuity and the quality of what's happening in the

classroom." As noted in the literature, it is sometimes challenging for principals to secure needed time for collaboration and teacher learning within the daily schedule. Ms. Barbara Chase, head of Phillips Andover Academy, a very high financial resource independent school explains that the "press of time" of general busy-ness is difficult, so that meetings can be hard to schedule, and there may not be enough opportunities for teachers to share their learning with other faculty.

These school leaders respond to the "press of time," in Barbara's words, by employing a variety of strategies to secure time for teacher reflection. Many encourage department heads to facilitate weekly reflective conversations, and more than half have recently shifted the focus of faculty meeting from informational meetings to engaging faculty in dialogue about philosophical questions. Faculty meetings are now forums for teaming and considering issues such as evaluation. Several, regardless of school type and resource level, allocate a few days for faculty meetings at the end of the school year, during which they take up larger topics. This resembles the ingenuity displayed by principals in other studies, who give teachers access to schools during evenings and weekends, so that classroom time is not sacrificed (Pappano, 2001).

In addition, more than half of the principals emphasized the importance of maintaining flexibility around time for their personal development, explaining, as Dr. Dan White shared, that it is necessary to attend "to what's going on in individual lives." Dan, like all of the Catholic school leaders and many of the independent school heads, emphasizes encouraging teachers to make the time to be involved with their families, book groups, the church, and other forms of professional and personal development. Sr. Magnetti, headmistress of Convent of the Sacred Heart School, eloquently summarizes what many school leaders name as the need for balance.

> ...One of the things that we all struggle with in our schools...is the time pressures and the balance. And the pressures—parent expectations, college expectations, and then you've got faxes and e-mail and voice mail and legal issues ...it goes on and on. I think that there's not much time for reflection. And the kids say that and we say that to each other.

These principals know that their schools are doing a lot of things well, and realize that a school can only handle so many balls in the air at once. Investing time into a few key priorities is a common strategy and way of working for nearly all of the principals in this study. This response to time restrictions, as well as responding through hiring substitutes, carving out in-school blocks for meetings and collegial reflection, or paying teachers to attend training out of school time, comprise some of the key creative strategies these principals employ to support teacher learning. As noted by the majority of the principals, however, even when teachers are allotted the time for growth activities, they have difficulty leaving their classrooms. Many principals also explain they encounter faculty resistance in terms of how readily they embrace initiatives for change. As with time, devising ways to deal with the challenge of the natural dynamics of change, in terms of teachers' learning, has required innovation, as well as patience.

The Challenge of the Dynamics of Change

Currently, helping people to manage change, develop knowledge bases, and create strategies that assist us in solving new problems are keys to school leadership. In fact, Heifetz (1994) defines leadership as "mobilizing people to tackle tough problems" (p. 15). But, how do school leaders understand adults' natural resistance to change, and how do they support them as they manage it?

Across school types and financial resource levels, school leaders in this study note people's natural resistance to change is a common obstacle to supporting teacher learning. For example, Dr. Sue David, head of an independent high school, describes the biggest challenge to supporting teacher learning: "Encouraging faculty who can get pretty entrenched and comfortable to really get out beyond the school gates and see what exists." Similarly, Kathy Perry refers to adults' natural "fear of change" as an obstacle to teacher learning, "because sometimes...when something new is heard and it's really felt a positive thing, there's always that

[question] '…how are we going to make this work?' And sometimes I think the fear of this change and how we're doing things can sometimes be a challenge." Kathy suggests that often the fear of change can outweigh the excitement and improvements change also brings (Fullan, 2001), leading to stagnation rather than learning. In fact, Vaill (1989) maintains that oftentimes working to change a culture fortifies the existing culture and strengthens resistance.

Often, as suggested above, teachers' resistance to change relates to the lack of time they have to pursue new instructional or curriculum options. Mr. Scott Nelson, head of Rye Country Day School, relates time to possible resistance to change saying,

> …It's the concern about covering everything and being thorough. I think sometimes it also might be some inertia—of doing what you've done, sometimes for many years. So, trying to break out of that inertia and gain some momentum in a different direction.

Scott believes he can help faculty develop their practices by financially supporting their attendance at conferences and learning opportunities within the school.

Jim Cavanaugh faced a different struggle in linking time to resistance to change. Many adults in his school appeared not to consider professional development a priority in scheduling. Fortunately, Jim explains, "they're starting to see the good effects of that and hopefully they'll grow in it. I think as we become a more collaborative community, that will happen more readily and people will just accept it." In Jim's view, change is a gradual process and takes time. Some resistance and "push back" is natural and eventually, with collaboration, people will accept changes and they will become the norm. In his words, it is important to recognize

> …that people with good convictions are going to push back and . . . sometimes you're going to have to modify what you're intending to do, because they do have some valid points. So you just have to balance all of those and go forward.

For the majority of principals in this study, balancing different perspectives is an important part of negotiating the change process. Understanding that changes may need to be modified appropriately to accommodate valid points is essential to promoting teacher learning.

The climate of the school, Jim says, is very important to the success of many of his change efforts. While he describes the climate as positive, he finds that natural resistance to his efforts detracts from this positive sense. He believes that with time and momentum, the cultural shifts that he is working toward will happen by attending to relationships with his faculty. Jim is supported by many theorists, who assert that resistance to change is a natural phenomenon and to effect change, school leaders need to consider the perspectives, emotional reaction to change, and realities of those who are involved in the change process (Dirkx, 2001; Evans, 1996; Fullan, 2001; Huberman, 1988; Johnson & Landman, 2000; Kegan 1994; Osterman & Kottkamp, 1993). Similarly, Sarason (1995) argues that investing more money, erecting more buildings, hiring more people, and implementing more programs positively impact change to some degree, but he contends that we must give attention and care to two consequences when decisions are made:

> The reactions of individuals and groups to the *manner or means* by which decisions are made, announced, and implemented, and equally as important, their reactions to the *contents* of the decision in light of prevailing attitudes, relationships, and ongoing activities. (p. 80)

As illuminated by Jim and others, it is essential that the social system and the individuals within it are considered in the decision making and change process (Fullan, 2001; Kotter, 1998; Strebel, 1998). Dr. Dan White's perspective resonates with this perspective. His primary strategy for managing change attends to relationships, explaining,

> Maybe the greatest gift that I have is that I'm willing to listen, and often people, in the act of explaining to an authority figure, or to a head...will come to their own answers. And then it's just a matter of my being willing to encourage, to support. And to the extent that I can, I do. So that, when I said one by one, I meant that. I don't think that you can start it with a program, to be supportive of the development of the soul of the faculty.

Attending to individuals' needs, preference, and desires for growth and learning is important to Dan, just as it is to the other school leaders in this study. Creating a safe context in which adults can grow, translates to not only supporting adult learning, but also supporting children's learning. Dan explains, "I want the people to be able to serve the kids well, and serve themselves well. And those are inextricably bound." He articulates the role of positive leadership and modeling by school leaders in fostering faculty adjustment to change (Elmore, 2002).

Dr. Jim Scott of the Punahoe k-12 School in Hawaii faces a unique challenge because change often demands a literal "journey" to the mainland. More abstractly, Jim uses many metaphors in discussing the psychological impact of change on faculty. For example, those who resist or oppose change "dig in their heels" and can benefit from the "unfreezing of some old assumptions." When asked about the feedback faculty share with him about ideas for change, Jim explains, "I think it's been invigorating, I think for many, many people."

In explaining to their reactions to change, he acknowledges that there is an "incubator period." Change, he recognizes, involves loss as well as growth. Jim shares his perspective on how adults experience change and the "uncertainty" that accompanies it.

> The faculty need to realize that these are hard changes. ...It's the uncertainty of what's going to happen that's really the hardest. But that, ...one, that uncertainty is okay, but I also understand and appreciate the value, the loss that people feel about the status quo and the history, and to acknowledge all the goodness that is happening currently.

When asked how he responds to the loss others feel, Jim believes "that if we are a community of learners, the kids aren't the only ones in the school learning. And that part of learning as an adult is continuously questioning the status quo." Since change can threaten teachers' "egos and personalities," "finding ways to get through that [resistance] is still an art form," Jim says.

Also attending to teachers' experience of change, Elmore and Burney (1999) emphasize that "collegiality, caring, and respect are paramount" (p. 272) when engaging in reform. Jim notes that paying attention to teachers' comfort levels is important. Similarly, citing McLaughlin and Talbert's (2001) study of sixteen high schools, Fullan (2001) comments on the importance of examining the types of relationships people within schools have with each other, asserting that a leader must be empathic, but strongly focused on changes that are needed to benefit their school, explaining,"...Leadership, once again, comes to the fore. The role of the leader is to ensure that the organization develops relationships that help produce desirable results" (p. 67-68).

Interestingly, Jim must sometimes decline teachers' proposals for changes, he explains, "If you have too many things going on, that it can feel or appear to be chaotic and so what we've done is, we've actually turned down proposals saying this is a good idea, but it's not right now a priority of the school." Similarly, Richard Elmore (2002) argues that instructional improvement requires more than creating organizational structures that are overly geared towards change:

> The pathology of American schools is that they know how to change. They know how to change promiscuously and at the drop of a hat. What schools do not know how to do is to improve, to engage in sustained and continuous progress toward a performance goal over time. So the task is to develop practice around the notion of improvement. (p. 8)

More than half of the principals emphasized that even the consideration of new ideas can facilitate learning, without radical reforms being implemented. As Jack Thompson says, "Sometimes, just considering them may be sufficient for one's own personal development."

Another common belief is that inviting faculty to consider new ideas requires understanding that people at different career phases have different needs, desire, and preferences. Dr. Larry Myatt discusses how his support is connected to being able to recognize individual differences, which, in turn, helps him to hold on to valuable teachers within the school.

> Just being able to be in a place where you recognize that the expectation that we all do things the same at the same speed in the same way for the same time isn't healthy; it isn't normal. To whatever extent possible, just acknowledge that and facilitate small changes.

Larry's appreciation for individual needs is supported by school reform research that employs a developmental orientation. Evans (1996) advocates that leaders consider the "larger patterns of people's life and career development" (p. 93) as they support them in managing change. This is especially important because people experience change differently (Dirkx, 2001; Strebel, 1998). Just as individuals experience the options provided by staff development programs in qualitatively different ways, so too do they experience change efforts in different ways. Adults at various stages of ego and intellectual development understand and respond differently to change initiatives (Daloz, 1983, 1986, 1999; Drago-Severson, 1994, 1996; Drago-Severson et al., 2001; Glickman, 1990; Kegan & Lahey, 1984; Levine, 1989, 1993; Oja, 1991).

Similarly, most of these principals explain that small changes are important and that monitoring the pace of change is critical in considering those who respond differently to adjustments. Three principals believe that sometimes attending to people's needs may translate to understanding and accepting that some people, for a variety of reasons, do not wish to change.

Another creative strategy that many of these school leaders employ to help teachers manage change is to create opportunities for teachers feel personally invested in change by involving them in reform, helping them learn from each other. When asked about how this approach helps teachers to managing change, Jerry Zank, head of the Canterbury School, replies,

> Because it seems to me, and I think this is true for all of us, that we become active and engaged in a project when we own it, when it is ours. And that's what really gets our juices going. When we talk to others about it, that's where you get the development.

Like Jerry, Deborah O'Neill, of St. Peter's School, notes that teachers have initiated many changes based on "what [they] know, what they want to do, what they want to share."

This sample illustrates various responses to the challenging dynamics of change, including: listening to all perspectives; understanding there will be natural resistance; appreciating the distinct needs of faculty at different career stages; involving those who are affected by change; realizing that sometimes proposed changes might not materialize or that the pace of change can be slow; accepting that some people may not want to change, and attending to interpersonal relationships when considering the magnitude and pace of change.

The Challenge of Perspective Broadening

Almost all of these school principals mentioned the challenge and the importance of helping teachers (and themselves) to develop broader perspectives. As Stephen Brookfield (1995) argues, unexamined practices can lead to a career of frustration because "we never have full awareness of our motives and intentions [and] nothing seems to work as it should" (p. 1). He (1995) maintains that critical reflection is central to improving practice and to broadening one's own perspective because without it, unexamined practices often yield poor judgment. Many of these principals report creative practices for broadening teachers' (and their own) perspectives and how these serve not only to support growth but also to improve practice.

For example, Dr. Dan White stresses the ways in which having conversations with teachers help them to broaden their perspectives in relationship to students. He explains how this works in his school and why he thinks it is important, saying, "Actually there are really very few things annoy me. But one of them is insensitivity and another one is intolerance. I'm intolerant of intolerance." Dan wants to help faculty understand students' needs by being more reflective. He suggests that there may be times when teachers have to cut some "slack" for kids who have a crisis at home, believing that encouraging this mindfulness through dialogue is crucial.

As Osterman and Kottkamp (1993a) argue, dialoguing about practice or changes helps identify our assumptions, which can enable us to reflect on ourselves. Importantly, engaging with others can challenge us to experiment with new ways of thinking and behaving, thereby broadening our perspectives. Dan hopes that these conversations will help teachers become more sensitive and tolerant with broader perspectives that consider students' home contexts.

One important way that many of these school leaders help teachers to broaden their perspectives is to attend to varying and discordant points of view and to encourage other adults within the school to do the same. Nearly all of these principals speak about the importance of valuing disagreement and viewing it as an opportunity for learning. For example, Dr. Sarah Levine believes that "increasing levels of perspective" are essential to development. Inviting adults to engage in reflective conversations wherein they can learn about alternative ways of viewing situations and problems can help broaden their perspectives. She invests considerable time in making the school a place where both adults and children feel "trusted," "valued," and "supported," and "safe taking risks." Working together to take risks and explore differing perspectives on issues can help people to broaden their own perspectives and learn from others'. In her view, "The environment does have to support your development; but the environment can, in some sense, almost supersede your development, if the ingredients are right." Engaging in conversation is one way that Sarah and others in this study create spaces where adults feel empowered by articulating their thinking and this helps them to broaden their perspectives.

Sarah creates many opportunities for teachers to engage in reflection, including: 1) discussions in faculty and team meetings 2) inviting faculty to reflect on current curricular practices by journal writing, which is followed by public discussion, and 3) collaborating on

goal-setting and evaluation with colleagues. For Sarah, these open conversations help her and others broaden their viewpoints by envisioning the bigger picture:

> ...I think, the more you're able to dis-embed yourself from the things around you, which is the way I understand more advanced development, the better able you are to step-out-of whatever the constellation of events and feelings are, and make sense of them.

Sarah believes that improved thinking can be facilitated through writing, discussions about writings, and shared reflection. Rossiter (1999) agrees and suggests that teachers of adults invite them to write their autobiographies and make connections with workshop content to promote learning and perspective broadening. The practice of autobiography "externalizes" the trajectory of experience, beliefs, and practices and brings a developmental orientation to the fore, such that teachers can "reflect on alternative plots for their lives [which] are key to education that is responsive to individual developmental trajectories" (pp. 68-69). While some faculty value the opportunity to reflect on larger issues, Sarah is sensitive to the fact that others do not:

> Some people [faculty and staff] get very frustrated with me [when she asks philosophical questions] and they say that they want to get on with the day-to-day business. They don't necessarily see the daily connection between these abstract ideas [presented by Sarah]. But I'm convinced of the importance of it.

In her view, professional and personal development are outcomes of asking abstract questions, and this process creates a space for adults to identify and consider their beliefs and assumptions.

Like Sarah and other school leaders in this sample, Jim Cavanaugh holds a philosophy about the importance of attending to differing perspectives. Rather than being threatened by different perspectives or opposing views, he welcomes and appreciates them as a way of helping adults grow, strengthening the community, and enriching his own perspective.

> In a good strong faculty, I think that's something that you will find is the ability to take on different perspectives. . . People have said to me, "I understand how you have to look at it as principal, or as headmaster." That's important because if people are able to see . . . multiple perspectives on the issue, and that's why it's important that when you put a team together, or when you're looking for input, that you try to get all the perspectives.

Like Sarah, Jim wants his faculty to learn and grow by welcoming differences, and valuing each other's perspectives. For Jim, this is an essential ingredient to a healthy culture. Jim, however, notes that effective teacher evaluation, which he sees as related to supporting teacher learning, is "a real struggle, and it's asking people to bear their souls and to look at it [their teaching]."

> . . . the only way to be successful is to acknowledge all of the different points of view, to listen to them and to try to incorporate them into the process so that education has to value all of those different perspectives on things and all of the different goals that people have. It's hard to meet multiple goals, but if people get a chance to sit down and talk it's almost like a negotiation. If people can honestly say what they want and need and each of the players can say what they want and need, you can craft a solution where everybody gets what they need or comes as close as possible to getting what they need.

To create this type of robust learning community, supportive of adult and children's learning, people build it together, in Jim's view. He emphasizes that collaboration, teaming, and engaging in inquiry about practices are essential ingredients. For Jim, knowing "what each of us needs from the process," is a crucial first step toward dialogue, crafting solutions, and achieving goals.

Another key element in supporting adult learning, which was named by more than half of these principals, centers around the importance of listening and attending to disagreement. Muriel Leonard, principal of McCormick middle school, summarizes why this is valuable:

> And learning to listen to some of the pushback from staff in terms of "wait a minute. This is too much." Or "you're moving too fast." Or "We really don't understand." And figuring out how to listen to that and use it in a way that will move the whole system forward and the whole school forward [is critical].

Like Muriel and others in this study, Dan White supports teachers by encouraging them to voice their perspectives to him and each other. However, Dan is slightly uncomfortable with how others sometimes regard the role of "school head." The old model, Dan says, where heads had "absolute and all" power and they could "do pretty much what they want" sometimes prevails, causing people to retain a deferential attitude. While Dan wants people to support the school, "I

just really don't expect [teachers] to agree with me all the time." Various opinions inform decision-making, which is an important ways in which he fosters broader perspectives.

Mr. Joe Marchese, Upper School principal of Westtown, a Quaker boarding school in Pennsylvania, highlights both a key challenge to teachers' individual developmental needs and preferences when considering how to best shape a culture supportive of transformational learning. Like 22 of the 25 principals, he believes that shaping cultures that decrease teacher isolation and focus on school context warrant consideration. Unfortunately, he believes, "one size fits all" professional development does not address their needs, so he advocates *teacher-centered* professional development to shape school cultures.

> I think teaching is notoriously isolated. What I've learned. . . is how flat professional development offerings tend to be. . . We tend to have more of a one size fits all model, whether you are a first or second year teacher, or whether you're a 20-year veteran. The ability to have a sense of camaraderie and a sharing of ideas that can keep you energized and refreshed, as opposed to operating in isolation from other people who you see in the halls constantly, but don't have much interaction, seems to me to be a worthy goal.

Remarking on the isolation of a career in education, Joe believes that collegiality and sharing broaden teachers' perspectives and skills by energizing and invigorating their practice. Joe says that in order to support the expansion of teachers' perspectives, there needs to be a philosophical change about what professional development means, so that faculty see it as life-long learning. He also believes it is essential to give people the time to engage in collaboration and to have money to support teachers to take this time. In so doing, difficulties associated with the challenge of resistance to change can be prevented and teachers' repertoires can be broadened.

Joe wants to work more closely with teachers and increase his role as "counselor to the faculty" and sees this as a way to help faculty reflect on their thinking and possibly expand their perspectives. Working with very experienced veteran faculty can be especially challenging yet rewarding. By posing questions to reflect upon, these conversations, he states, help teachers to

challenge their own beliefs, and may, assist them to reflect on ways they can be rejuvenated and stimulated by new challenges in their ways of thinking about their work.

> ...There are a couple of instances where I feel I've been able to act as a counselor to faculty and to help them start to think about alternatives. While not always easy, if presented in the right way, that's another form of professional development to me.

Expanding our perspectives can be a challenge, as it is a natural tendency to prefer the familiar. Kegan (2001) captures this phenomenon in his work on organizational change: "if we want deeper understanding of the prospect of change, we must pay closer attention to our own powerful inclinations *not* to change" (p.1). With regard to schools, teachers are often isolated, and professional development is not widely embraced as a career-long process. However, these school leaders have devised approaches that support the broadening of teachers' perspectives and the difficulty many faculty have in doing so, including acting in a counseling capacity, providing time for collaboration, and encouraging disagreement and debate. Still, for teachers to embrace each others' practices and perspectives takes patience, as with any change, and many school leaders claim to need a change in focus—from goals to a process orientation.

The Challenge of Needing a Process Orientation

Many of these school leaders emphasize the necessity of having a process orientation when considering how to best support teacher learning. As noted above, several school leaders remark that they need to be sensitive to the pace of change and the fact that others in the school might be overwhelmed by their own enthusiasm for change. Finding a balance is critical for them.

For example, Joe Marchese feels that teachers regard him as someone who is continually interested in initiating change. Like Mary Nash, Muriel Leonard, Kim Marshall, Len Solo, and Sarah Levine, Joe feels that teachers understand this constant desire for improvement in two ways. While they appreciate the reason for change and trying new things, as the same time, they

connect change with taking on more work. This is a critical balance that principals state they need to consider, so that they are providing enough support and not too much challenge to faculty. Joe explains his style and how he works to achieve such a balance.

> My style has always been to try and establish trust and get people to know that I'm respectful of them as individuals and of what they do. . . . I try to empower people—empower them to take responsibility. If I can see a way to get a person who's respected by the faculty as a colleague to do the talking, and I can be up there supporting, but not be the one talking, it makes a lot of [sense].

Like Joe and most others in this sample, Jim Cavanaugh stresses the importance of conceptualizing supporting teachers' learning as a process. While Jim has many ideas for professional development, he notes that these changes are in the initial phases, and moving in 'fits and starts." Schools, he says, can define problems better than they can create solutions.

> ...We're just starting to pull things together because we have been all over. ...We've done great needs assessment and we identified the problem. We actually plowed that ground several times. I think that happens in organizations like ours, where we're very good at defining problems and not really good at either creating solutions, which involve ourselves, and, or by implementing them. You know, we tend to be able to develop solutions about ...that revolve around what somebody else can do. So, I mean, it took us a while to get to the perspective of what can I do to solve this issue, to gain some [perspective] about it. But I think we're getting there. And it's been supported.

Jim illuminates what most of the others emphasize—small changes and supporting teachers' learning takes time; it is a process. Becoming less focused on attainment and more concerned with teachers' needs in the process of learning is critical for them.

Mayberry and Rees (1999), in writing on feminist approaches to education, explain that any efforts to transform perspectives and practices demand attention to the process of change. In a system that emphasizes results and attaining set standards, this can be a difficult approach for teachers and school leaders to embrace. The leaders in this study were well aware of the time constraints on processing. However, by making time to do so, through reflective practice and collegial dialogue, many were able to initiate a shift whereby teachers could come appreciate the

importance of a process orientation. Moreover, by attending to process themselves, the school leaders were able to give due attention to relationships with and between teachers in order to support them as a resource in their own professional growth.

Among these needs are the challenges identified in this article—time, the dynamics of change and resistance to it, and broadening perspectives. With mindfulness and innovative responses, many of these school leaders have managed to implement ways to support teacher learning despite barriers to their abilities to maximize human resources.

SUMMARY AND IMPLICATIONS

Across all school types and levels of financial resources, these leaders, serving in Catholic, public, and independent schools emphasized—to different degrees—four challenges to supporting teacher learning: (1) time, (2) the dynamics of change, (3) perspective broadening, and (4) the need for a process orientation. While all of the principals experienced these hurdles, their manifestations were context dependent and varied in their influence. Further, as highlighted many school leaders devised creative strategies for overcoming them, which varied by school context, in terms of school mission and size, faculty perspectives, and the leaders' own priorities.

Interestingly, although financial resources were named as a major issue in principals' practices for supporting teacher learning, the majority of principals identified obstacles such as time and the dynamics of change more frequently than money. Many principals engaged in various strategies for overcoming these challenges including: encouraging teacher visits to other schools, developing their own patience towards and understanding of teachers' expansion of perspectives, and altering daily schedules so that teachers could have more collaborative time. Uniting all of these human resource challenges, across school types and financial resource levels, the principals believe people's natural difficulty with change is a common obstacle to supporting

teacher learning. In response, many of these school leaders help teachers manage change by implementing small changes, recognizing that "cultural change takes time," understanding that people at different career stages have different needs and desires, and building relationships.

This investigation identifies a different way of thinking about supporting teacher development, which we call learning-oriented school leadership (Drago-Severson, 2002, in press). By acknowledging the pace of change, school leaders may draw on the insight that for students to grow and develop a deep understanding of material, time is needed to fully internalize new knowledge (Wood, 2002). As such, this framework emphasizes creating opportunities based on the principle that learning is a gradual, developmental process. From this developmental perspective, teachers' learning can be seen as more than the accumulation of ideas and skills, and can be instead understood as a process of transformation and evolution. Learning-oriented school leadership can assist teachers in strengthening their capacities to handle the increasing complexities of work in American schools today. While illuminating the human resource challenges that principals face in various contexts, this research—with the creative insights of 25 school leaders—offers a range of innovative solutions to support faculty with different needs.

Among the strategies principals might employ in fostering teachers' learning and overcoming human resource challenges is an examination of the school mission and an evaluation of the features of their school communities. Asking themselves, "What is the educational purpose of this institution?" and "What about this school makes this mission achievable and problematic?," school leaders can address their own contexts and the strengths and challenges they will face in promoting teachers' learning.

Beyond their own reflections, leaders might take from this sample that specific faculty characteristics will shape appropriate learning activities and potential challenges in adopting

them. With a young and less experienced faculty, weekend activities that encourage curricular or instructional risk-taking may be promising, as these teachers may have fewer family obligations and more willingness to experiment with practice. With a highly experienced, older faculty, school leaders may promote reflective writing that encourages teachers to examine assumptions, followed by collegial dialogue during school time. A large, diverse faculty requires that school leaders maintain flexible options for development to meet their different needs.

These leaders also convey that creating spaces for reflection and teaching *how* to reflect on practice, prioritizing time for teacher learning, and attending to interpersonal relationships help teachers manage change and expand perspectives. They remind us that work in education is not only a profession; it is a lifestyle that impacts practitioners psychologically. Thus, they may teach other school leaders that effective leadership for faculty development demands a balance of supporting teachers and gently challenging them, while focusing on the interests of students and the school. By listening to teachers' perspectives and encouraging them to listen to each other, principals will be better equipped to foster their learning and instructional skills.

Understanding the relationship between schools' human resources and how school leaders work to support teacher learning, these issues can be better understood within and across schools. Likewise, we can more closely attend to the nuances of individual institutions to determine strategies that will work for a given school community. By drawing on current research, adult development theory, and school leaders' meaning-making, this research offers a perspective on professional development that is focused on transformation as opposed to information only. It also suggests specific practices to help practitioners overcome common impediments to teachers' learning. Ideally, the perspectives of this diverse sample will benefit teachers and school leaders as they work for self-improvement to become even better educators.

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Table 1. Sample's Characteristics. (Note: Parenthetical numbers indicate the number of teachers *and* support staff, i.e., assistants & specialists; "*" means that a pseudonym has been assigned)

Public

Principal	School/Grades	Years	# Students	# Teachers	Location	Student Diversity	$Resource Level
Mr. Kim Marshall	Mather School/K-5	13	600	28 (31)	Dorchester, MA: Urban	High	Low
Mr. Joe Shea	Trotter School/K-5	20	607	55	Boston, MA: Urban	High	Low
Dr. Mary Nash	Mary Lyons School/K-8	25	120	15 (27)	Brighton, MA: Urban	High	Medium
Mr. Len Solo	Graham-Parks School/K-8	26	370	22 (47)	Cambridge, MA: Urban	High	Medium
Ms. Muriel Leonard	McCormick School/6-8	18	690	60	Dorchester, MA: Urban	High	Low
Ms. Kathleen Perry	Lake Worth Community H.S./9-12	31	3,167	165(180)	Lake Worth, FL: Urban	High	Medium-High
Dr. Jim Cavanaugh	Watertown H.S./9-12+GED	22	768	60	Watertown, MA: Urban	Medium-High	Low-medium
Dr. Larry Myatt	Fenway H.S./9-12+GED	19	300	35	Boston, MA: Urban	High	Low

Catholic

Principal	School/Grades	Years	#Students	#Teachers	Location	Student Diversity	$Resource Level
Mrs. Deborah O'Neill	St. Peter's School/K-8	10	235	13	Cambridge, MA: Urban	High	Low
Sr. Barbara Rogers	Newton Country Day School of the Sacred Heart/5-12 (girls)	20	325	59	Newton, MA: Suburban	Medium	Medium
Mr. John Clarke	Cardinal Newmann H.S./9-12	8	910	67	W. Palm Beach, FL: Urban	High	Low-Medium
Sr. Judith Brady	St. Barnabas/9-12	35	283	24	Bronx, NY: Urban	High	Very Low
Mr. Gary LeFave	Matignon H.S./9-12	29	535	36	Cambridge, MA: Urban	Medium	Low
Sr. Joan Magnetti	Convent of the Sacred Heart/pK-12	24	626	58	Greenwich, CT: Suburban	Low	High

Independent

Principal	School/Grades	Years	#Students	#Teachers	Location	Student Diversity	$Resource Level
Mr. John Thompson	Palm Beach Day School/K-9	40	352	45	Palm Beach, FL: Suburban	Low	Medium-High
Dr. Sarah Levine	Polytechnic School/7-12	30	840	108	Pasadena, CA: Urban	High	High
	Belmont Day School/pK-6	30	200	26 FT, 6 PT	Belmont, MA: Suburban	Medium	Medium
Dr. Dan White	Seabury Hall/7-12	20	391	41	Maui, HI: Rural	Medium	Low-Medium
Ms. Barbara Chase	Phillips Andover Academy/9-12	21	1,065	218	Andover, MA: Rural	Medium/High	Very High
Dr. Sue David*	This participant prefers anonymity/9-12	>10	approx. 300	>75	Anonymous	Medium	High
Mr. Joe Marchese	Westtown/9-12	30	590	87	Germantown, PA: Suburban	Medium	High
Dr. Jim Scott	Punahoe School/K-12	25	3,700	281(334)	Honolulu, HI: Urban	High	High
Mr. Scott Nelson	Rye Country Day School/pK-12	16	770	125	Rye, NY: Suburban	Medium	Medium-High
Ms. Mary Newman	Buckingham, Browne, & Nichols/pK-12	22	950	170	Cambridge, MA: Urban	High	High
Mr. Jerry Zank	Canterbury School/pK-12	30	520	62	Fort Myers, FL: Urban	High	Low-Medium
Ms. Shirley Mae*	This participant prefers anonymity./9-12	>25			California: Urban	High	

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